



Living in America (The Earliest Years)

Brenda Fogus

Nathanael Greene Elementary School

| | |
|--|--|
| Curriculum Area | History and Social Science |
| Subject Area | US History (pre-colonization) |
| Grade Level | 5 th grade |
| Learning Objectives | <ul style="list-style-type: none"> • The student will be able to identify the first Americans. • The student will be able to identify how geography and climate influenced the way various Indian tribes lived. • The student will be able to identify the impact of native economies on their religions, arts, shelters and cultures. |
| Correlation to the SOL | History US1.3 C/T 5.3, 5.4 |
| Video/Technology Hardware/Software Needed | <p>For the class: Computer with Internet connection Computer Projection System Web Authoring software (such as <i>Netscape Composer</i> or <i>Front Page</i>) Drawing software (such as <i>ClarisWorks</i> or <i>KidPix</i>) Scanner</p> <p>For each team of 3-4 students: Computer with Internet connection Web Authoring software (such as <i>Netscape Composer</i> or <i>Front Page</i>) Drawing software (such as <i>ClarisWorks</i> or <i>KidPix</i>)</p> <p>Web Sites: <i>Outline Maps</i> http://www.eduplace.com/ss/ssmaps/ <i>Native American Links</i> http://www.pen.k12.va.us/Pav/SocStudies/sc_nativeam.htm</p> |
| Materials Required | <p>For each student: A copy of the study guide</p> |

| | |
|--|---|
| Procedures/Activities | <ol style="list-style-type: none"> 1. Teacher will chose a map from the Outline Maps Web site to use as the main page for the class Web site on Native Americans. The teacher should use graphic software to add the various geographic areas that will be studied (by coloring in different areas or simply by use of text labels). 2. Teacher will divide the class into groups of 3-4 students and assign to each student a particular group of Native Americans, i.e, Arctic (including Inuits), Southwest Indians (including Pueblo and Anasazi), West Coast Indians, Northwest Indians (including Kwakiutl), Plains Indians (including Sioux), Mound Builders, Eastern Woodland Indians (including Iroquois), Southwest Indians, Incas, and Mayans 3. Teacher will hand out the study guide and explain to the students that they are to conduct research using the Internet and other resources for their group of Native Americans. The students will be collaborating on a Web site that will use a map of North America as a jumping-off point for learning about the various tribes of Native Americans and how they lived. 4. Students will conduct their research in their groups. The group will evenly distribute the workload and will meet frequently to exc hange information. 5. From the main page of the class Web site (the map created by the teacher in Step 1), students will create links to sub-pages for each of the groups. The whole class will agree on a common template for the sub-pages and will use this to create their own sub-page. 6. Students will need to illustrate their research using scanned drawings or clip art. 7. The Web page can be published on the school Web site or on one of the various free Web site publishing places on the Web, or it can be saved on the classroom's hard drive for use by the students. |
| Content Assessment | The teacher will give a quiz on the material and students will need to use the Web site to answer questions. |
| Technology Integration Assessment | The teacher will observe the use of technology during the research process and the Web page development process. |
| Extensions | <p>Art: Students can create baskets or pottery in the style of various tribes of Native Americans and compare the results.</p> <p>Geography: Students can study the projected immigration routes of the earliest Americans and the settlement of the land over time.</p> <p>Science: Students can explore the impact of humans on the natural environment, both during the time of the pre-contact Native Americans and post-contact.</p> |

Study Guide for Native American Project

Research the following information on your group of Native Americans

Geographic Area:

Names of Tribes in this Area:

ENVIRONMENT:

What is the climate? What are major geographic features? What is the land like? What types of animals and plants can be found?

SHELTER:

What type of housing did your people use? What materials were the houses made from? Were there any special rules about any of the various types of shelters? Were the houses permanent?

CLOTHING:

What was clothing made from? Was there a particular type of decoration used? Was clothing different for men and women, children and adults? Who made the clothing?

FOOD:

Where did the food come from? Who prepared it and how was it prepared?

WEAPONS/TOOLS:

What were weapons and tools made from? How were they used? How did people get from place to place?

DAILY LIFE:

What did people do all day? Were chores different for men and women, children and adults? What did people do for amusement? Who were the leaders? How did families live?

SPIRITUAL BELIEFS AND STORIES:

What did your people believe about their world and the world of the supernatural? What were some of their favorite stories? Were there any particular rituals and ceremonies important to your people?